

Z
670
G35

American Library Economy

Course of Study on the Use
of a Library

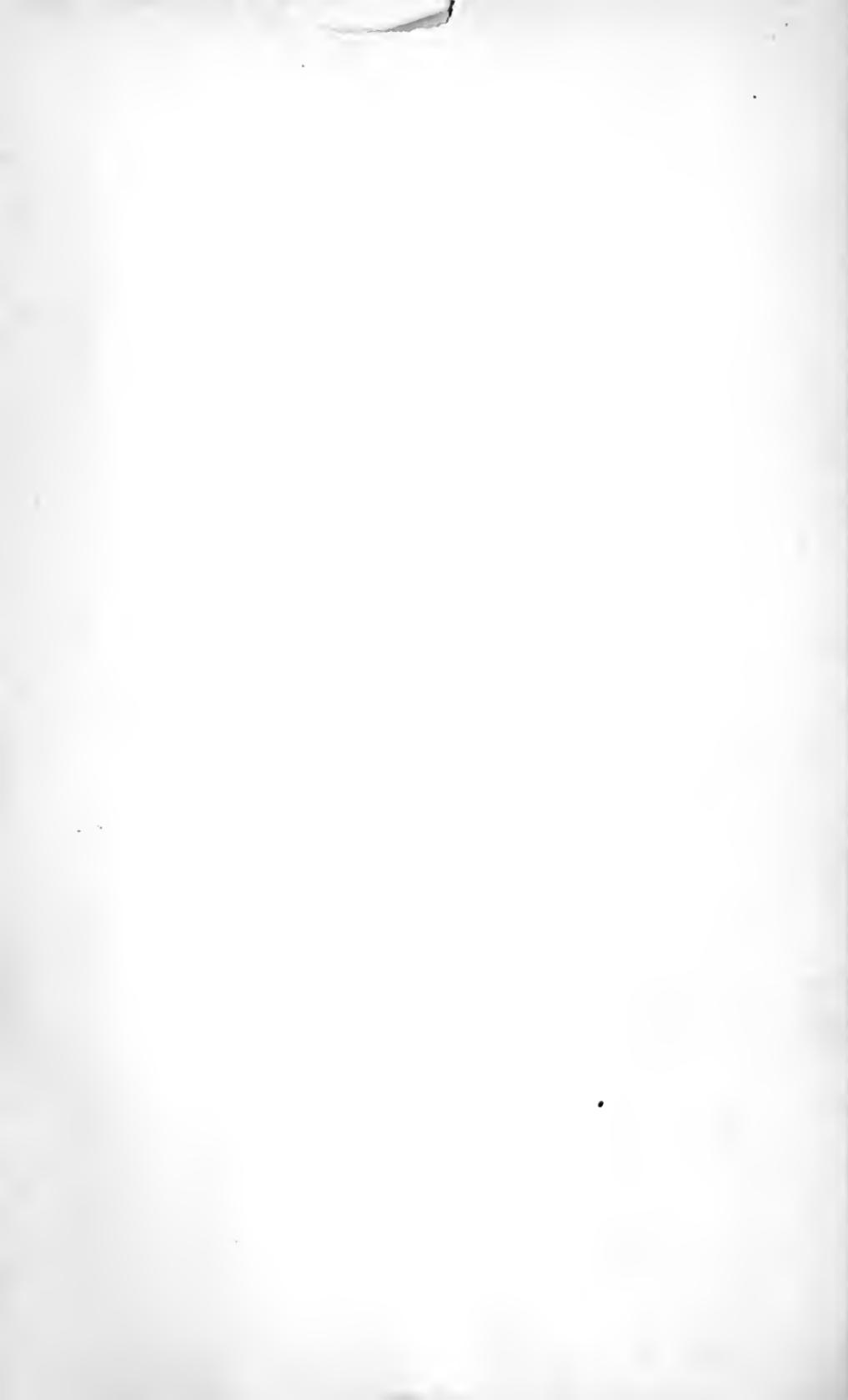
LOS ANGELES
STATE NORMAL SCHOOL



This book is DUE on the last date stamped below

447 22 1928







NOTE OF EXPLANATION

This pamphlet is one of a series which when complete will describe the methods of administration followed by the Newark library.

The series began with the lending department. This number is published out of its proper order to meet the present demand for help in giving instruction in the use of books.

Other pamphlets will cover other aspects of work with schools.

The smaller page numbers are for this pamphlet, the others for the complete series.

J. C. D.

Newark, N. J.
April 10, 1909.

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

<http://www.archive.org/details/courseofstudyfor00gils>

55

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part V
The School Department

*Section 2 Course of Study for Normal School Pupils on the
Use of a Library*

By Marjary L. Gilson

Published by
The Elm Tree Press Woodstock Vermont
1909

36304



Z
670
G35

To Those Who May Use This Course of Study

Three years ago the Newark Library wished to give certain lessons on the use of a library and found that there was nothing in print for so extended a course as it seemed essential to give ; a course elementary enough to meet the needs of the average pupil entering a normal school, as free as possible from library technique and so practical that those who took it would find that the library had through it become a valuable adjunct to their working equipment.

The Newark Library was therefore compelled to make out its own course, and in view of the great interest in elementary library instruction just now shown decided to publish the same in full detail. We hope it may prove helpful to libraries and to high and normal schools which may discover as this library did the need of carrying on such a course and the lack of helpful literature therefor.

In November, 1904, the first attempt to teach the use of a library in this city was made with a class of eighth grade pupils. Three groups of eleven children each were given instruction, one hour a week, on the arrangement of books by classes, in the use of the card catalog and kindred topics. Upon the foundation which this experience gave were built the present twelve lessons, all being tested by actual trial from week to week and from year to year.

The course is intended as an elementary introduction to the use of a library and books, for young people in general ; but chiefly for normal school pupils, library apprentice classes, and high school pupils. For more advanced work this course should be supplemented by extended studies in the use of reference books, children's literature, organization and management of school libraries and other topics.

The text of the lesson is a detailed outline of a teacher's talks to a class. Special instructions to the teacher are marked, "Note to teacher".

The time required of each pupil for this course is about 30 hours ; twelve talks of from half an hour to an hour each by the instructor,

and the remaining time spent in practice work under supervision, preparation and reading.

Each of the talks to pupils and the accompanying practice work may be completed in one period, and should be, since good progress can be made only when the pupils, after receiving brief explicit directions, at once do the work under close supervision. In lesson 6, on reference books, where an entire lesson hour is taken up with the discussion of books in class, the practice work is to be carried on independently by each pupil.

All required reading is to be done outside the lesson hour. This includes the reading and note-taking on juvenile books included in the book selection work, as well as other reading relating to the subjects of the several lessons.

The lessons should be taken up in prompt succession, at least one lesson a week, until the course is completed.

It is very essential that the lessons be given due credit in the school curriculum, either as an independent subject or as part of the literature work. Unless this credit is thus given, the instructor lacks authority to compel each pupil to do the required work.

M. L. G.

Newark, N. J.

April 10, 1909

TABLE OF CONTENTS

	PAGE
To Those Who May Use This Course of Study	3
Blanks Used in the Course	7
Lesson 1 The Relation Between the Library and the Schools	9
Lesson 2 Classification and Arrangement of Books	14
Lesson 3 The Catalog, an Index to the Books	18
Lesson 4 The Parts of a Book	22
Lesson 5 Magazine Indexes	28
Lesson 6 Part 1 Reference Books	33
Lesson 6 Part 2 United States, State and City Publications	34
Lesson 7 Book Selection and Bookbuying	41
Lesson 8 Investigating a Subject in a Library	45
Lesson 9 Children's Books and Reading	48
Lessons 10 and 11 Discussion of a few typical Children's Books	54
Lesson 12 Children's Reference Work; a Review of the Course	59
A List of Books and Articles to Which Reference is Made in the Course	62

BLANKS USED IN THE COURSE

NO	PAGE
1 How Teachers May Use the Library	12
2 Interchange Slip, List of Class	13
3 Classification of Books in a Library	17
4 Practice Work for Lesson 2	17
5 Practice Work for Lesson 3	21
6 Practice Work for Lesson 4, paper 1	26
7 Practice Work for Lesson 4, paper 2	27
8 List of Magazine Indexes (Not printed in the form of a Blank, but embodied in text)	28
9 Magazines of Special Interest to Teachers	30
10 Practice Work for Lesson 5	32
11 Reference Books Useful to Teachers and Others	35
12 United States, State and City Publications for Teachers	38
13 Practice Work for Lesson 6	41
14 Book Selection and Book Buying, a list of aids (Not printed in the form of a Blank, but embodied in the text)	42
15 Practice Work for Lesson 7	44
16 Practice Work for Lesson 8	47
17 Aids to the Selection of Children's Books	52
18 Normal School Book Selection Course ; books to be read and examined	57
19 Test Questions for Book Selection Work (Not printed in the form of a Blank, but embodied in the text)	61

Note: All blanks are mimeographed sheets 11 x 8 1-2 inches made in sufficient quantity to supply every member of the class with a copy of each.

A Course of Study for Normal School Pupils in the Use of a Library

Lesson 1

The Relation Between the Library and the Schools

(a) *Why normal school pupils should know the resources of the library.* 1 The place assigned the public library by general consent is that of an integral part of our system of public and free education. 2 Schools and library, as two branches of one system, must work together. Each in its own field supplements the work of the other. 3 To accomplish this most economically and to the greatest advantage, each must know the activities and possibilities of the other.

(b) *The field of each.* 1 The school during a short period of the child's life, within well-defined courses, teaches how to read and, so far as time and course allow, what to read. For most pupils the results are at best meagre. The reading habit and skill in reading are both acquired by much reading and usually only thus. Few children ever learn to read readily — with understanding. 2 The library must supplement the school reading by promoting extensive reading during school years when children are the greatest readers and through life. This demands cordial relations and intelligent co-operation between school and library authorities, between teachers and librarians.

(c) *Co-operation in this city.* 1 The normal school includes a course of study in the use of the library and its books as tools in the regular curriculum. 2 The library appoints an assistant, whose business it is to be informed on all school matters of the city and has a department devoted to carrying on the work.

(d) *Help teachers may expect from the library.*

1 Books which may be borrowed for a month. Cards are issued to non-resident teachers in Newark schools.

- 2 Magazines. From 400 to 500 in the reading room. Special educational magazines in the school department. Any but current numbers of magazines may be borrowed.
- 3 Picture collection. Includes 75000 pictures. Any number needed may be borrowed for a month. Special exhibitions will be mounted; bulletins for geography, history, art, etc., celebration of holidays, authors' birthdays, seasons, nature work, birds, flowers, etc.
- 4 Graded lists. The reading of books from the public library is required in the course of study in reading and literature in Newark schools, grades 3-8. A graded list on all subjects has been prepared for Newark schools.
- 5 Current book lists, school and other bulletins, monthly, including a few of the new books added. The school bulletin is sent to all principals, vice-principals and others on request.
- 6 Special lists of books on art, sciences or other specific subjects of interest to teachers. Examples: nature study — supplementary books, short stories for reading aloud, stories to tell, etc., for distribution.
- 7 Books in school rooms: traveling school libraries, and reference collections of books on special subjects. The teacher makes the request and chooses the books herself, or the library does it for her. A library includes from 25 to 50 books, a certain per cent of which usually bear on school work. For aid in the selection of books for school room libraries the Newark library has prepared a graded list already mentioned.
- 8 Reference work at the library. Books, pictures, magazine articles on certain topics given prominence in the school work are reserved at the library. Examples: chivalry, Newark administrative departments, police department, water supply, etc.
- 9 Teacher's reading room in Newark library, opened on October 1, 1907, contains: a professional reference library for teachers, including histories of education, psychologies, plan books, outlines for story telling and courses of reading, books on methods of teaching all subjects, temporary reference books for special classes in work connected with school matters, books for univer-

sity extension courses and for teachers' promotion examinations, etc., etc.; a model library of from five to six hundred of the best books for children, for the reference use of teachers and pupils, and also to serve as a basis for the selection of school libraries; a complete set of the text books used in Newark schools; thirty of the best educational magazines, all save current numbers of which are lent; duplicated copies of poems for class use; pictures on all subjects lent for one month; a reference library for school children; duplicated copies of brief descriptions of Newark city departments for teachers and pupils; traveling museum cases. The room serves as a distributing center for educational news, notices of educational and other meetings and lectures of interest to teachers, and contains a bulletin board on which are posted clippings relating to school matters.

(e) *What teachers may do for the library.*

- 1 Know what there is in the library for teachers and pupils.
- 2 Keep the library informed of school work and give early notice of work to come, so that the library may be better prepared to give assistance.
- 3 Use great care in recommending books for children. There are many lists in the school department to help in the selection of books for children. It is the business of library assistants in charge of work with children to know children's literature and to give help in the choice of children's books.
- 4 Give children specific instructions about the subject or book desired when sending them to work at the library. Their wants can then be met more promptly and accurately. They go about the work more intelligently.
- 5 Teach the care of books belonging to the school as well as to the library. Teach children to use care in opening a new book, never to lay a book face down, or to turn a leaf corner, or mark or underline, to have clean hands. Some methods of presenting the matter to children: Maxon book mark, Miss Hewins' Goops, a language lesson on the making of a book, etc.

(Text continued on p. 13)

Blank I Mimeographed sheet which is distributed freely. A copy of this is given to each pupil at the first lesson.

HOW TEACHERS MAY USE THE LIBRARY

LIBRARY BOOKS ARE FREE TO:

- 1 Residents of Newark, adults and children
- 2 Non-resident tax-payers
- 3 Teachers in Newark schools, whether resident or not

HOME USE OF BOOKS MAY BE OBTAINED BY:

- 1 Signing an application at the library or at a delivery station
- 2 Asking the library to send application blanks for your pupils

[Your endorsement of one of these blanks does not make you financially responsible for books lost ; but does show that you consider the pupil trustworthy]

THE LIBRARY MAY BE USED AS FOLLOWS:

- 1 You may have books and magazines for private reading
- 2 You may have school-room libraries by applying to the School Department
- 3 You may have books on special topics for class-room use by sending the head of the School Department a signed note containing titles or subjects
- 4 You may have books on any topic temporarily reserved at the library for the use of your pupils
- 5 You may borrow pictures from the library's classified collection
- 6 You may have special instruction in the use of the resources of the library by applying to the head of the School Department
- 7 You may borrow music
- 8 You may borrow duplicates of rocks and minerals from the science museum

The Free Public Library of Newark, New Jersey, J. C. Dana, Librarian

Blank 2 Mimeographed interchange slip tipped on inside of front cover of books and pamphlets, portions of which the class is required to read.

Read pp. 7-10

FREE PUBLIC LIBRARY, NEWARK, NEW JERSEY
NORMAL SCHOOL JUNIOR B CLASS

Section I

Place date opposite your name and pass on

Allen, Elsie M.,	Miller, Anna R.,
Bodine, F. C.,	Miller, Emma,
Booth, C.,	Moriarty, La T.,
Bradley, E.,	Ost, C.,
Duchamp, C.,	Parsons, H.,
Farley, M.,	Pullin, E. F.,
Farrington, E.,	Quigley, E. C.,
Hauser, Rose,	Rowe, M. G.,
Heller, A.,	Sachar, H.,
Hines, M. T.,	Srager, G.,
Heubner, E.,	Van Ness, H.,
Medoraf, B. E.,	Wallace, A.,
Meyer, M.,	Weiss, P. M.,
Middleton, M.,	Zoalofsky, R. L.,

(Continued from p. 11)

(f) *A library note book.* Each member of the class is to keep a note book for mounting material which will be distributed to the class and for note-taking on reading and other work done in this course of lessons. Get at any stationer's or department store an inexpensive cover for a loose-leaf note-book, size about 9 x 12, price about 10 cts. This cover is large enough to admit the standard business-size typewriter paper, 8 1-2 x 11 in. A pound of white, unruled paper

quality varying in price from 10 to 15 cents a pound, will be sufficient. These blank sheets as well as the mimeographed sheets which are distributed to the class are to be punched with holes so that they may be secured in the binder with stout cord or metal rings.

Note to the teacher. Distribute Blank 1, "How teachers may use the library".

Tell the class to read for the next lesson

Library instruction in the normal school pp. 7-10, reprinted from N. E. A. proceedings of May, 1906, or, The public library and the public school, by C. B. Gilbert, pp. 948-953, reprinted from N. E. A. proceedings of May, 1907; or, Report of the committee on the relations of public libraries to public schools, pp. 5-7, reprinted from N. E. A. proceedings of 1899.

See interchange slip sample, Fig. 2.

The class makes a trip over the whole building. The work of each department is outlined briefly.

Lesson 2

Classification and Arrangement of Books

(a) *Object of the lessons.* The object is primarily to help the class to learn the resources of the library. Before it is possible to do this, two important things should be mastered: the arrangement of the books on the shelves, and the catalog, which is an index to the books. The work of the first two lessons will cover these points. The lessons following will go more into detail in the use of various forms of the index, including Poole's index to periodical literature.

(b) *Arrangement of books in the library.* The arrangement is logical and is based usually on the character of the subject matter in books. Books of a kind, that is, books treating of the same, similar and related subjects are kept together on the shelves. To accomplish this end a certain decimal classification of subjects has been adopted by most libraries.

(c) *Decimal classification.* This system divides books into ten

groups which are represented by figures as follows for convenience in arranging and marking :

000-099 General works, that is, books which treat of many subjects and cannot be placed in any one group: encyclopedias, bound magazines, etc.

100-199 Philosophy, for example: Spencer, Synthetic philosophy

200-299 Religion, for example: Moulton, Modern reader's Bible—Psalms

300-399 Sociology, for example: Dawes, How we are governed

400-499 Language, for example: Harkness, Latin grammar

500-599 Science, for example: Shaler, Outlines of the Earth's history

600-699 Useful arts, for example: Century cook-book

700-799 Fine arts, for example: Goodyear, History of art

800-899 Literature, for example: Irving, Sketch book; Longfellow, Poems

900-999 History, for example: Winsor, Narrative and critical history of the United States; Carlyle, French Revolution

Books having been given these class numbers are arranged in numerical order on the shelves and books of a kind therefore are together.

Another large group of books is for convenience designated by the letter B, for biography. Ford, George Washington, B W27116. Biography is arranged alphabetically by subject. All the lives of Washington are together under W., Lincoln under L., etc.

Fiction is arranged alphabetically by the author's surname. All books by one author are arranged alphabetically by the title of the book. Alcott, Little Women stands before Burnett, Little Lord Fauntleroy; and Dickens, David Copperfield, stands before Dickens, Old Curiosity Shop.

Note to teacher. Name books in each class and see if pupils can decide the place of each in these classes. Give each member of

class a copy of Blank 3, "The Classification of Books in a Library".

(d) *Subdivisions of the main classes.* These ten large groups are in turn subdivided so that books on more limited subjects may stand together. For example, in the group history represented by 900, 930 stands for ancient history, 940 history of Europe, 950 history of Asia, etc. Further sub-divisions may be made, where necessary, by means of the decimal point: 973 general United States histories; other U. S. histories by periods; 973.1 histories about discovery; 973.2 the colonial era; 973.3 the revolution, etc.

(e) *Arrangement of books in each division.* Books bearing the same class number are arranged in that class alphabetically by the sur-name of the author. *Note to teacher.* Illustrate by showing two books having call numbers on the back. The whole combination of figures and letters is called the "call number" of the book. The number at the top classifies the book; the lower part consists of the initial of the author's name followed by a number. When a number of books have been placed in one class, for instance histories of Rome, in 937, they are then arranged alphabetically by this initial letter in the lower half of the call number, and decimal by the number following the letters. That is, books bearing the following call numbers would be arranged on the shelves in this way: 937 937 937 937

Ab53 B12 B392 B63

(f) *Arrangement of books on shelves.* Books on shelves are read from left to right and from top to bottom by columns as on a page of a newspaper. Note that all separate collections in the library follow a similar arrangement by classes: children's room, reference department, teachers' reference library, etc.

Note to teacher. Draw on the blackboard a floor plan of the library to show the location of the different classes of books.

Give each pupil a list of books representing the different classes, Blank 4. The lists give author, title, and call number. The pupils are to find the books by number. Each book when found is to be turned down on the shelf, the title checked on the list, and a slip of paper bearing the pupil's name is to be shut in the book. When the lists are

(Text continued on p. 18)

Blank 3. Mimeographed sheet, the scheme of decimal classification distributed to each member of the class with lesson 2.

The Classification of Books in a Library.

000-099 General works.
 100-199 Philosophy; psychology, child study, etc.
 200-299 Religion; mythology, etc.
 300-399 Sociology; government, education, etc.
 400-499 Language; grammars, dictionaries, etc.
 500-599 Science; mathematics, botany, etc.
 600-699 Useful arts; plumbing, medicine, gardening, etc.
 700-799 Fine arts; drawing, sculpture, music, etc.
 800-899 Literature; poetry, drama, etc.
 900-999 History of all countries and all times, travel, etc.
 B Biography.
 Fiction, no marks.

The Free Public Library of Newark, New Jersey.

Blank 4. One of the fifteen different mimeographed lists provided for practice work of lesson 2.

Lesson 2. Practice Work for Pupil. List 1

Find on the shelves the following books. In each book place a slip of paper bearing your name and turn the book down on the shelf. Check the book on this list. If the book sought is not in, turn down the book standing next to the place where it should have been:

Fiske. American political ideas.	320F541
Higginson. Larger history of the United States.	973H531
Lodge. Life of Cardinal Richelieu.	B R394
Whitney. On snow-shoes to the barren grounds.	917.1W61
Longfellow. Poems.	811L861
Thompson. Wild animals I have known.	590T37
Wentworth. Arithmetic.	511W4811
Dickens. Little Dorrit.	
Fenelon. Selections.	244F3511

(Continued from p. 16)

completed, they are signed and left with the instructor. Careful watch is kept by person in charge of the practice work to see that all points covered in the lesson are understood by each pupil. It must be clearly understood that each book in the library has one and only one correct location.

Schedule individual pupils, not more than two for one period, for two hours laboratory work in the school department and children's room, beginning at once. Hours 3-5 p. m. during the winter months. Object: by assisting school children with reference questions teachers learn the resources of the library for this and other purposes.

See lessons 10 and 11. Assign books for individuals to review, Blank 18, and warn class to begin reading at once. See sample of book selection slip under lessons 10-11. Figs 9 and 10

Lesson 3

The Catalog, an Index to the Books

(a) *The card catalog.* The class, now thoroughly familiar with the arrangement of the books on the shelves by numbers representing subjects, is to practice using the card catalog which is an index to the books.

Every book in the library is represented in the catalog by two or more cards. These cards are placed in drawers in cases and are so arranged that if read in order the entries are found to be alphabetized like those in a dictionary or an encyclopedia. Read from front of drawer toward the back. Drawers are so lettered that one may refer at once to the required division of the alphabet.

The catalog answers three questions: what books by a certain author are in the library; who wrote a book by a given title; and what books on a given subject are in the library. *Note to teacher.* Sample cards Fig 1-8 have previously been drawn on the blackboard.

(b) *Author card.* This card, Fig 1, with other similar ones answers the question, What books by a certain author are in the library? Author's surname followed by his given name is on the first line.

On the next line is title of book followed by such information about it, as number of pages, size, place of publication, date, etc. In upper left corner is the book number.

(c) *Title card.*

This card, Fig 2, answers the question, Has the library a book by a given title? 1 Title of book, omitting initial article, is on first line of card. 2 Author's surname, followed by his given name is on second line.

3 Call number of book is in upper left corner.

(d) *Subject card.* Such cards, Fig 3, show what books on a given subject are in the library. 1 Subject of the book is on the first line.

2. Author is on second line. 3 Title is on the third line. 4 Call number is in upper left corner. Books treating of several subjects frequently have more than one subject card.

(e) *Biography card.* A special

kind of subject card made for biography is called a biography card, Fig 5. The surname of the subject of the life, followed by the given name is on the first line. The card then follows the form of a regular subject card. If the book treats of the lives of several people, Fig 6,

974	3	riske John
F54		Beginnings of New England; or
		The puritan theocracy in its relation to civil and religious liberty...
	17+	296p. maps O. Bost. 1889.

Fig. 1. Author card. Standard catalog card Size 3 x 5. This and other cards, Fig. 1-8 are copied on the blackboard for lesson 3.

974		Beginnings of New England
F54		1889.
		riske, John
		3m.

Fig 2. Title card.

a subject card for each person is made, Fig 4. Such a book is known as "collective biography" and bears the class number, 920, in distinction from B, which stands for the life of one person.

It has been noted that each card mentioned bears in the upper left corner the call number of the book. By means of this the location of the book on the shelves is known.

	<u>New England-History</u>
974 F 54	<p>Fiske, John Beginnings of New England; or, The puritan theocracy in its relation to civil and religious liberty. 17+ 296 p. maps. O. Bost. 1883.</p>

Fig 3. Subject card.

more material on a given subject is brought to the attention. This card is filed after others having the same subject heading.

Books are recorded under the author's real name. A card, Fig 8, is filed under the pseudonym, or pen name, referring to the real name.

	<u>Lincoln, Abraham 16th pres. of</u>
920 B6319	<p>the U.S. 1809-1865 Bolton, Mrs. S. E. (K.) Abraham Lincoln (see Bolton, Mrs. S. E. (K.); lives of poor boys, p. 342-367)</p>

Fig 4. Subject card for portion of a book.

(f) *Further information given by the catalog.* Frequently by means of a reference card, Fig 7,

When an author has edited a book, "ed" appears after his name. If he has written a book with another person, "joint authors" appears after their

names. Example of editor card: Lang, Andrew, *ed.* Red fairy book. Example of joint author: Besant, Walter, and Rice, James, *joint authors.* The Chaplain of the fleet.

The publisher's date, following the title on an author card, is of
(Text continued on p. 22)

Blank 5. Mimeographed sheet given each pupil to fill in for lesson 3. The instructor writes the title of a well known book, not a novel, in the space left in question 1. Each paper bears a title different from the others.

Lesson 3. Practice Work for Pupil.

- 1 Who wrote Find and copy the author's name, also the book-number.
- 2 What other books written by the same author are in the library. Copy the book-numbers of the first two books you find.
- 3 Are there any accounts of the life of the author of these books in the library? If there are, copy the book-number of one of them.
- 4 Give author, brief title and book-number of two books on any one of the following subjects: Chemistry, Kindergarten, Playgrounds, School gardens, Basketry, Manual training, Nature Study, Arithmetic, Geography, Psychology, Education, Folk dancing.
- 5 Give author, brief title and date of two of the most recent books the library has on any one branch of natural science included in your school work.
- 6 Name two books in the library by any one of the following: Twain, Craddock, Hope, Eliot, Sand.
- 7 Look up one of the following subjects: Electricity, Education, Science, Botany, Literature, Physiology, Flowers, Food. Find a card which will refer you to other subjects under which you would find material allied to this subject which you are investigating. Mention 3 of these subjects.

(Continued from p. 20)

importance in determining the value of a book's information. Example: a boy borrowed a book on electricity, dated 1853, to prepare for an examination. He failed, and wondered why.

Note to teacher. See Blank 5. Question 1 involves the use of a title card. Fill in the space with the title of some well known book of non-fiction. Give practice work to each pupil. Work to be done independently, paper signed and left with instructor.

In this lesson as in others, discussion of points in the previous lesson

Lincoln, Abraham, 16th pres. of the U.S. 1809-1865.	
T3 LG3122	Nicoley, Helen. Boyd's life of Abraham Lincoln, with ill. by Galy Cambridge and others. 8+307 p. ill. II. N.Y. Cen- tury. 1906.
	Sm.
	○

Fig. 5. Biography subject card.

which an examination of pupils' papers has shown were not clear, is taken up before the new lesson for the day. The papers of the previous lesson have been corrected and are now returned for mounting in the note books. The rank given each pupil on this and other practice papers to follow is carefully kept.

Lesson 4

The Parts of a Book

The class which is now familiar with the two important aids in finding books on the shelves, i. e. the arrangement of books in the library and the catalog as an index to the books, is next to make a more special study of the books themselves. This lesson is a study of the make-up of a book with special reference to cover, binding, paper, print, index, table of contents, preface, appendix, illustrations, maps, etc.

Note to teacher. Each point which follows is illustrated for the class by books which show both the bad and good qualities enumerated.

(a) *Binding, paper, print.* In examining the outside of a book note critically the cover and binding; have they beauty, are they gaudy in color, white, what of the design, are they serviceable?

Note critically the paper. Is it strong, brittle, glazed, cream or dead white, etc.

Note the print. Is it large, small, clear cut, broken, etc.

(b) *Title page.*

Usually this is the first printed page

of the book. It bears the title of the book and so gives some clue to its subject. It usually gives also the author's name. Note whether this author is an accepted authority, is reputable or unknown. Note also the date of publication. The date of copyright which appears usually on the reverse of the title page should be noted also. This is because it often shows more nearly than the date on the title page the real date at which the book was written. The value of books on certain subjects, for instance science, is largely dependent on their dates.

The publisher's name is in most cases at the bottom of the title page. The work of different firms must be learned from experience; among the best are Houghton, Little Brown, Macmillan, Dent, Scribners, Doubleday, Harpers, Century, Dodd, etc.; and, for school books

920	Bolton, Mrs. Sarah Elizabeth (Knowles)
T36319	Lives of poor boys who became famous. 8+367 p. por I. N.Y.
	1885.
	Contents
	Oliver Goldsmith
	Dwight L. Moody
	Abraham Lincoln
	3 m.

Fig 6. Author card for collective biography.

	Botany <u>see also</u>
	Ferns; Flowers; Seeds; Trees
	3 m.
	○

Fig 7. Reference from one subject to other related subjects.

especially, Ginn, Heath, American Book Co., Educational Publishing Co., etc., etc.

(c) *Preface, table of contents, etc.* The usefulness of most books is dependent on the presence of some or all of the following parts:

	Twain, Mark <u>pseud. see</u>
	Clemens, Samuel Langhorne

1 *Preface* is near beginning of book. It gives intention of author, ground covered, tells whether account is to be exhaustive or brief

outline, for whom and for what purpose written, etc.

2 *Table of contents* is usually near the beginning of the book. It gives brief outline of subjects taken up. Topics follow the order of the material in the book. Table then serves as a quick guide to the division of the subject desired. For example, given a church history, find chapter on Reformation. Essential in all except fiction.

3 *Appendix, notes, etc.* These occur as foot-notes or often near the end of the volume. Useful in books to be used as teachers' handbooks or often in text books for supplementary material. For example, given a United States history. In this a copy of Declaration and Constitution are useful additions though not necessarily included in the main text.

4 *Illustrations.* Generally necessary in travel, history, science, etc. Maps, diagrams, etc., in geography, history, etc.

(d) *Index.* This occurs almost invariably at the end of a volume. It is an alphabetical arrangement of subjects treated in the book. A good index includes entries of subjects, catch-words, people, places, cross-references, etc. Essential in almost all books except fiction. Some of the points to be noted in a good index: entry under the obvious word; Individualism, Spirit of, in America; preference for common terms, Fruit,

not pomology; no entry under unimportant words, articles, phrases, prepositions; use of specific not general terms, i. e. Golf not Games if discussion is confined to Golf; no indexing under main subject of book, i. e. in a book on New York to find material on schools, look under Schools and not New York schools.

The simplest form of index gives for each entry a reference to the page as for example Habit, 72, or to inclusive pages as Concentration, 110-112.

Special kinds of indexes are often used in collections of poetry, for instance, index to first lines, catch-words, authors, each part a separate alphabet.

Special symbols or varieties of type are often used to distinguish different kinds of entries as in Bagley, School management, where capitals indicate authorities quoted, etc. Look for explanation at beginning of index, sometimes at end, or at bottom of page. If no explanation is given, a careful examination of a few entries will reveal for what purpose the varieties of type or symbols have been used.

Note to teacher. Write on the blackboard or read some entries from a good index of the simplest form. Examples of good indexes are: Fiske, American Revolution, Houghton; Bryce, American Commonwealth, Macmillan; Earle, Child life in colonial days, Macmillan; Holmes, Autocrat of the breakfast table, Houghton, etc.

(e) *Index to a set of volumes.* In some cases a portion of the index is in each volume as for instance in Berenson, Study and criticism of Italian Art, 2v., Bell. The more common form is to have the whole index at the end of the last volume as in Fiske, Discovery of America, Houghton, 2 vol. Another form is to have the index of the whole set in the last volume and also to have each volume indexed, as for instance in Britton and Brown, Illustrated flora of the northern states and Canada.

(f) *Index to an atlas.* Good atlases are fully indexed for proper names, and give much additional information. For example in the Century atlas the form of entry is Newark (c. h.) N. J. s. c. '95 215806—14H3, which, by referring to the table of abbreviations

(Text continued on p. 27)

Blank 6 Mimeographed sheet given to half the class to be filled in as practice work for lesson 4.

Lesson 4. Practice Work for Pupil. Paper 1.

- 1 Consult the preface of Palgrave's, *Golden Treasury*. For what class of readers has the book been compiled? Does the preface show the ground covered by it?
- 2 From the table of contents of Emerson's *English traits* do you find that he has included in this volume an essay on wealth? If so on what pages is it found?
- 3 Consult the index of Church's *Story of Carthage*. On what page does the book treat of Marcellus?
- 4 Consult the index of Fiske's *Discovery of America*. Where will you find references to the Mississippi river?
- 5 Use the index of Ginn's *Classical atlas*. Find the location of Philae and express in figures its latitude and longitude (east of Greenwich).
- 6 On what pages of Fiske's *Critical period of American history* do you find the longest account of Samuel Adams in the Massachusetts Convention? Use the index.
- 7 Consult the life of Johnson by Stephens and also that by Boswell. In which book would you find most quickly a reference to Edmund Burke? Why?
- 8 Consult the introduction to *Select poems of William Wordsworth*, edited by Rolfe. What do you find of interest in connection with a study of the author's work?

Blank 7 Mimeographed sheet given to half the class to be filled in as practice work for lesson 4.

Lesson 4. Practice Work for Pupil. Paper 2.

- 1 Consult the preface of Pancoast's Standard English prose. For what class of readers has the book been written? Does the preface show what ground is covered by it?
- 2 From the table of contents of Lowell's, *Among my books*, do you find that he has included an essay on witchcraft? If so, on what pages is it to be found?
- 3 Consult the index of Fiske's *American Revolution*. On what pages does the book treat of the Stamp Act?
- 4 Consult the index of Bryce's *American Commonwealth*. On what pages do you find a discussion of "Bosses"?
- 5 Use the index of Ginn's Classical atlas. From it find the location of Lemnos and express the latitude and longitude in figures (longitude east of Greenwich).
- 6 On what pages of Tarr's *Physical geography* do you find the longest account of tracks of storms? Use the index.
- 7 Consult the *Life of Scott* by Lockhart and also that by Hutton. In which book could you most quickly find a reference to George Canning? Why?
- 8 Consult the introduction to *Minor poems* of John Milton (Rolle edition). What do you find of interest in connection with a study of the author's work?

(Continued from p. 25)

and to the map itself are found to mean, "court house", New Jersey, state census 1895, population 215,806, location on map 14 in the longitudinal region designated by H and the latitudinal region designated by 3. In Ginn's Classical atlas, the form of entry Sparta 2 E d means map 2, E location longitudinally, and d latitudinally. Look at the map itself to get longitude and latitude in figures.

The lesson is so presented by the teacher as to excite an interest in the care of books.

The practice work covers the following points:

- 1 Use of preface in discovering scope and purpose of a book
- 2 Use of table of contents for quick reference
- 3-4 Use of simplest form of index
- 5 Interpretation of terms in index of atlas
- 6 Use of inclusive page references.
- 7 Value of the presence of an index
- 8 Biographical and interpretative material in introduction.

The books referred to in the practice work are those commonly found in libraries and usually in standard editions. Other books can of course be easily substituted to cover the points enumerated. Two sets of papers are given for the use of large classes, Blanks 6 and 7.

The class visits a book bindery. Tell the class to read before the next lesson in Rawling's Story of the books, the chapter on Book-bindings or the chapter, How a modern book is produced, or read The features of a printed book, a pamphlet made by the School of Printing, North End Union, Parmenter Street, Boston, which may be had from them for 50c. The interchange slip, Blank 2, is tipped in these books which are to circulate among members of the class before the next lesson.

Lesson 5

Magazine Indexes

Note to teacher. A brief history of the making of the first index by Dr. Poole forms an interesting introduction to the subject for pupils. For this, see his preface to volume 1.

(a) *Poole's index.* A subject and title index to periodicals. Indexes 232 magazines from 1802-1881. Supplements published every five years, covering 190 magazines. Last five yearly volume 1902-06.

Abridged edition indexes 37 magazines, 1815-1899, in one volume. Supplementary volume, 1900-1904. Key to abbreviations in front of volume.

(b) *Annual library index*. Supplement to Poole's index. An author, title and subject index to periodicals. Indexes also essays, book chapters, etc., with author index; bibliographies, necrology and index to dates of principal events. Form of entry:

1 Author: Hall, Granville Stanley.

The German teacher teaches. New Eng. M. n. s. 36: 282-7 (My 07).

2 Title: German teacher, The. (G. S. Hall) New Eng. M. n. s. 36: 282-7 (My 07).

3 Subject: Teaching in Germany. (G. S. Hall) New Eng. M. n. s. 36: 282-7 (My 07).

(c) *Readers' guide to periodical literature*. An author and subject index to periodicals. Published monthly by the H. W. Wilson Co. Minn. Each number indexes magazine articles for the current month. In addition to this, certain numbers index magazine articles of all preceding months of the year. These cumulative numbers are the quarterly, half yearly and yearly numbers. Each one includes and supercedes the preceding so that the final annual volume forms a complete index for the year. Does not index as many magazines as Poole, but includes some perhaps more popular, as Everybodys, World today, Ladies home journal, Delineator, etc. not in Poole. Form of entry:

1 Author: Bryce, James, 1838-

City child. Char. 19: 1661-2 Mr. 7, 08

2 Subject: Playgrounds

City Child. J. Bryce. Char. 19: 1661-2. Mr. 7, 08

(d) *Magazine subject index*. A subject index to 79 American and English periodicals not indexed in Poole or Readers' guide. Published quarterly as the Bulletin of bibliography then yearly by the Boston Book Co. Began in 1907 but indexes some magazines previous to that date. Indexes among others, outdoor magazines, art and architectural magazines, etc. Form of entry:

(Text continued on p. 31)

Blank 9 Mimeographed sheet distributed to teachers and others, one copy given to each pupil with lesson 5.

Magazines of Special Interest to Teachers.

Independent. New York. Weekly. \$2.00

Comments upon life and literature.

Literary Digest. New York. Weekly. \$3.00

Excerpts from magazines and newspapers upon current events and literary matters.

Bookman. New York. Monthly. \$2.00

Interesting comments on books and authors, also signed reviews and criticisms of the drama and fiction. Well illustrated.

Atlantic Monthly. Boston. Monthly. \$4.00

The best literary magazine published in this country.

Educational Review. New York. Monthly. \$2.00

Presents the results of the most advanced thought and the bearing on education of recent psychological investigations. Contains authoritative reviews of recent pedagogical literature.

School Arts Book. Worcester, Mass. Monthly. \$1.00

An admirable aid to teachers of drawing and the allied arts.

Popular Educator. Boston. Monthly. \$1.25

Especially useful to teachers in the grammar grades. A notable feature is its presentation of material for the study of modern industries and the events of daily life.

Kindergarten-Primary Magazine. New York. Monthly.

\$2.00 Its pedagogical digest department gives summaries of educational thought and progress both here and abroad.

Primary Plans. Dansville N. Y. Monthly. \$1.00

Gives plans for classroom work appropriate to the various months, and suggestions for lessons in special subjects, as drawing, literature and arithmetic.

(Blank continued p. 31)

(Continued from p. 30)

School Exchange. Newark. Bi-monthly. \$1.00

Each number devotes the major portion of its space to a single subject. The object of its library department is to increase the usefulness of the Free Public Library to teachers of Newark. Published by the Newark Public School Principals' Association.

School Review. Chicago. Monthly. \$1.50

A journal of secondary education. Reviews educational publications.

✓ New York Teachers Monographs. New York. Quarterly. \$1.00 Consists of carefully worked out plans and details of grade work.

These magazines with the exception of the current numbers may be borrowed from the School Department and Reading Room of the Public Library.

The Free Public Library of Newark, New Jersey. November, 1908

(Continued from p. 29)

Schools, Elementary. Constructive work in. C. A. Bennett Man. Tr. 180-6. Jl. 00.

These indexes are in the reference end of the lending department. A key to the location of magazines will be found in this department.

(e) *St. Nicholas Index*. An author and subject index to the *St. Nicholas* magazine, covering volumes 1-27, 1873-1900, in one volume. Useful in work with children. Form of entry:

1 Author: Poulsson, Emilie.

 Christmas cure; story. ll. 18: 159-61

2 Subject: Christmas

 Christmas cure. (E. Poulsson) ll. 18: 159-61

(f) *Other indexes*. Rowell's newspaper index. Gives list of all newspapers and magazines published in U. S. and Canada. Arranged by states. Has classified index. In reading room.

Street's pandex of the News. Chicago. Weekly. Quarterly and yearly cumulations. An index to newspapers. In reading room.

Note to teacher. In this as in the other lessons it is generally necessary to go over the practice paper with the class, making each point clear before the class attempts the work.

The teacher's outline for this lesson with the exception of the notes to the teacher is made a mimeographed blank, Blank 8, for distribution to the class who mount it with all other blanks and notes in their note books. As this Blank 8 is printed, as the teacher's outline, pages 28 and 29, (a) to (f), it is not reproduced in blank form.

Call in note books for inspection.

Question class to see if reading and preparation for the book selection work to come are progressing properly.

Blank 10 Mimeographed sheet given each pupil to be filled in for the practice work of lesson 5.

Lesson 5. Practice Work for Pupil.

1 Look up in any of the magazine indexes discussed a reference to one magazine article on any one of the following subjects: Settlement work, Playgrounds, Arbor day, School gardens, Gymnastics, Kindergarten. Check the subject which you have selected.

2 Write author and title of article selected.

3 Give below the full name of magazine in which the article is to be found. (The magazine names are abbreviated. The full names will be found in the front of the book.

Volume.	Page
---------	------

4 What is the title of the index which you used?

5 What years does the volume you used index?

6 Go to the shelf and get the article referred to.

Lesson 6 Part 1

Reference Books

Every library has a number of books which are kept in the library where they may always be available. These so-called reference books are usually large, expensive, very inclusive and each book or set of books so arranged that the great amount of material included is easily and quickly accessible. Good examples are encyclopedias covering various subjects, so alphabetized that one may turn to the desired subject at once; encyclopedias on special subjects as biography, philosophy, natural history, etc, dictionaries; atlases with full indexes, etc, handbooks on all subjects, etc, indexes to periodicals, etc.

This collection of reference books is a complete unit covering all subjects. The books are arranged on shelves as the lending books of the library are arranged, books on the same subject together.

In investigating almost any unfamiliar subject the most logical method is first to find the given subject in these general reference books, which will guide the student to further material.

The selected list of books which the class will examine today is brief and can only serve to introduce to the class a few of the important reference books of use to teachers and to indicate the nature of reference books.

These then will serve merely as points of departure in gaining a knowledge of the use of books. The constant use of these books is the only method of knowing them.

Note to teacher. The instructor gives the location of reference books in the library, then shows in class the books listed, Blank 11, describing each by the note given or more fully.

The practice work sheets which are distributed to the class will be filled in by pupils independently, outside of the class hour. The work consists in using these and similar reference books as found in their proper location on the reference shelves.

Give each pupil a copy of the list, Blank 11.

Go over the practice work paper with the class, Blank 13. Every authority for each question consulted is to be written down in the given space and a check mark placed opposite the names of those books in which satisfactory answers were found. With this full record the instructor is able to see if the pupil has followed a reasonable method in looking up the subject.

Papers are to be handed in within three days.

Lesson 6 Part 2

United States, State and City Publications

The nation and state are publishers of a great deal of material covering practically all subjects. Much of this may be had for the asking by teachers. Many of the volumes are copiously illustrated with pictures well adapted for use in the geography class. The Newark library is a depository and has indexes which make available much valuable material. The usual method of getting documents is to apply to your congressman, many, however, may be obtained by sending directly to the department issuing them.

The state geological survey has published much material useful to teachers of geography in New Jersey. It has issued many excellent maps and valuable reports. A Summary and subject Index of its reports and maps may be had from the state geologist, Trenton.

The accompanying list includes some of the most useful of these documents, most of which are free.

Note to teacher. Show and describe briefly, the government, state and city documents listed in Blank 12.

Give each pupil a copy of this list, Blank 12. If time permits practice work similar to that done with reference books, Blank 13, is introduced in the course at this point.

Blank 11 Two mimeographed sheets given to each member of the class with lesson 6.

Reference Books Useful to Teachers and Others.

A few of the best sources for general information for teachers and pupils. For a list of one hundred reference books for a small library see Alice B. Kroeger's Guide to the study and use of reference books published by the American Library Association Publishing Board. 1908.

Dictionaries :

Webster's International dictionary. Probably the best of one volume dictionaries. Specimen pages are furnished for class use by the publishers. These pages show the scope of the dictionary which covers in addition to the main body of definitions such points as : pronunciation, orthography rules, fictitious names geographical and biographical material, classical names, quotations, signs used in printing and writing, etc.

Century dictionary. Encyclopedic. 8 vols. with additional atlas and names. Illustrated. The most comprehensive American dictionary.

General references :

New international encyclopedia. Best encyclopedia for ready reference. Excellent lists of books at end of each article.

Encyclopedia Americana. Good for geography of U. S. cities and states.

Champlin. Young folks' cyclopaedia of common things. Brief articles on great variety of subjects. Good for accounts of industries, natural objects, etc.

World almanac. Index at beginning. Up to date statistics of many kinds; election facts and figures; U. S. officials; cabinet officers, etc.

Biography :

Lippincott. Pronouncing biographical dictionary. The best general biographical reference book. It gives the pronunciation

(Blank continued p. 36)

(Continued from p. 35)

of names, sketches of lives. Appendix gives English Christian names with equivalents in foreign languages. Portraits given in the last edition.

Century cyclopedia of names. Includes names in geography, biography, mythology, history, ethnology, art, fiction. Very full in biography and geography.

Champlin. Young folks' cyclopaedia of persons and places. Most useful for children.

Who's who in America. Brief biographical accounts of living men and women.

History:

Larned. History for ready reference. History of all countries and all times in alphabetic arrangement. Under name of country arrangement is chronological.

Harper's encyclopedia of U. S. history. Good for short accounts of battles, documents, persons, etc.

Geography:

Lippincott. Gazetteer of the world. Very comprehensive. Alphabetically arranged, giving description and information of places with pronunciation and various spellings of names.

Century cyclopedia of names. (See above.)

Atlases:

Century atlas of the world. Includes historical maps and gives such information as location of railroads, canals, steamship routes, altitudes, etc.

Ginn & Co. Classical atlas.

Classical references:

Peck. Harper's dictionary of classical literature and antiquities. Includes Greek and Roman antiquities, biography, geography, history, literature, mythology, etc., illustrations, maps, special attention to recent archaeological discoveries.

Smith. Classical dictionary. Small edition, good for school use.

(Blank continued p. 37)

(Continued from p. 36)

Poetry :

Granger. Index to poetry and recitations. Main index is of titles. References to this from first line and author indexes. Appendix includes: Poems on special days; Charades, dialogues, drills, Poems about noted people.

Bartlett. Familiar quotations. Arrangement is by author. One of the most complete and accurate compilations. Index not very full.

Hoyt and Ward. Cyclopedias of practical quotations. Quotations are arranged by subject. Has complete index.

Debates :

Brookings and Ringwalt. Briefs for debates. Conduct of debate in introduction. Many popular topics, references and briefs on each side of question. Supplemented by Ringwalt. Briefs on public questions.

Matson. References for literary workers. Many subjects, and references to many out of the way books and old magazine articles.

Historical fiction :

Baker. Descriptive guide to the best fiction, British and American, including translations from foreign languages. Arrangement chronological to present day. Best or representative works are starred. In historical appendix all books illustrating history or social life of the country are entered briefly under : 1, country; 2, period; 3, date. Full subject index and author-title index increases reference value.

Baker. History in fiction, a guide to the best historical romances, sagas, novels and tales. Vol. 1, English fiction, vol. 2, American and foreign fiction. Supplements his Descriptive guide.

Literature :

Moulton. Library of literary criticism of English and American authors. Each brief biographical account is followed by contemporary and later criticism. An index to authors and to critics.

Blank 12 Two mimeographed sheets, given to each member of the class with lesson 6.

List of U. S. Government and New Jersey State and Newark City publications which teachers find useful. Except where noted these may be had free.

U. S. PUBLICATIONS

American Library Association Catalog. Send to Supt. of Documents. Price \$1. Stamps not received. List of 8000 best books with notes. A valuable aid in book selection.

Bureau of Education.

Annual report. Send to the Bureau with the indorsement of a superintendent of schools or a congressman. Of special value to teachers who wish to follow the trend of educational matters. Send for circular of information.

Department of Agriculture.

Year book. Popular articles, well illustrated.

Farmers' bulletins. A list of these may be had from the Department. Articles on gardening, poultry, farm work, cooking, etc. For example: Annual flowering plants, no. 195, and The school garden, no. 218, by L. C. Corbett; Primer of forestry, no. 173, by Gifford Pinchot. Other publications of the department are: Arbor day; its history and observance, by N. H. Eggleston; Maple sugar industry, Forestry bulletin no. 59. Ask Forest Service for a list of its publications.

Census Bureau.

Statistical atlas of the U. S. 12th Census. 1900. Shows by means of maps and diagrams, in various colors, the statistics of population, agriculture, manufactures. It could be used in the study of geography. Free from the Bureau.

Geological Survey.

Topographic atlas sheet. New York city and vicinity. Price, 15c. Folio of the Geologic atlas of the U. S. New York
(Blank continued p. 39)

(Continued from p. 38)

city. Price 50c. These maps show the immediate neighborhood of Newark. Useful in every schoolroom.

U. S. Department of the Interior.

Wall map of the U. S. 1907. Size, 5 x 7 feet, mounted on muslin and attached to roller ready for immediate use, price \$1.00. In addition to usual map features the several acquisitions of territory by the government are shown. Send to the Department.

NEW JERSEY STATE PUBLICATIONS

Superintendent of Public Instruction.

New Jersey school laws. Revision of 1903 latest at present. Prepared by the State Superintendent of Public Instruction. A compilation of the school laws affecting teachers. A necessary hand-book for all teachers. Free.

State Board of Education.

Report of the New Jersey Board of Education. Annual. Each report is a history of the educational work done throughout the state for the year and contains statistics of all kinds relating to school work, reports from all city and county school superintendents, report of the teachers retirement fund, reports on manual and industrial training in New Jersey, etc. It will be sent to any teacher on application to the Board.

New Jersey Geological Survey.

Annual reports. While these reports are largely technical there are always maps and special articles which would be of great use to anyone wishing to have a moderate knowledge of the natural resources of New Jersey. In the latest report, the one for 1905, the articles and illustrations on the New Jersey coast should prove especially interesting to teachers and pupils, and equally, if not more interesting the article by Vermule on "Lake Passaic considered as a storage reservoir".

(Blank continued p. 40)

(Continued from p. 39)

These reports are distributed free of charge by the New Jersey Geological Survey to any library or institution sending for them and remitting postage. This volume costs 12c.

Final report of the State Geologist. Water supply, vol. 3 and Physical Geography, vol. 4. Of the latter Professor Whitbeck says:—"It is most valuable for the teacher's use. It is a veritable storehouse of information about the state. Deals chiefly with the physical features of the state, yet contains historical material, population tables, drainage areas, tables of elevations, areas of townships, etc. Vol. 5, Glacial geology is the best treatise of its kind published by any state. Especially valuable to teachers in northern counties." Of the State maps no. 18, New Jersey map-Geographic, and no. 26 Vicinity of Newark and Jersey City would be most useful in a Newark school. These are sold by the State Geologist at 25c per sheet.

New Jersey Legislative Manual.

A most useful handbook of New Jersey. Contains a short history of New Jersey, the state constitution, short histories of state institutions, a county directory, biographies of state officers, terms of office and salaries of state officials, and other information.

NEWARK CITY PUBLICATIONS

Annual report of the Board of Education.

Apply to the Board. Includes the reports of the city superintendents and supervisors, statistical tables, rules of the Board, regulations for the schools, discussions of course of study, etc. The report for 1907 contains index to reports 1903-1907.

Manual of the Common Council.

Apply to your alderman. This little volume gives much useful information about the city government, enumerates departments, officers and their duties, biographical sketches, list of governors of New Jersey.

The Free Public Library of Newark, New Jersey.

Blank 13. Mimeographed sheet filled in by each pupil as practice work for lesson 6.

Lesson 6. Practice Work for Pupil.

Practice in finding and using some of the reference books discussed in class. In each case write below the question, the 3 authorities consulted, checking those in which the best answers were found.

- 1 Where do you find a good account of the Algonquin Indians?
- 2 What is the 7th Congressional district of New Jersey?
- 3 Where can you find a good account of the Battle of Monmouth?
- 4 Where can you find a description of the seven wonders of the ancient world?
- 5 Where do you find an account of the Olympic games?

- 6 Name 2 books in which you can find "She dwelt among the untrodden ways".

What index did you consult?

- 7 Mention 2 novels dealing with Cromwell's time or with Chivalry.

Lesson 7

Book Selection and Book Buying

The lesson is to be a study of lists of books which are useful to teachers. Those selected for the class to examine are of two distinct kinds: lists which tell what are the best books on given subjects, and

those which are of special assistance in buying books and are called trade lists.

(a) *Subject lists.* Many lists of books are compiled and published by libraries and other specialists for the purpose of directing students who may not be familiar with the literature of any subject to the best books on that subject. The few lists which are taken up in this lesson can serve only as typical examples from a large field of literature. The purpose is to gain acquaintance with the individual lists, to gain familiarity with the form and arrangement of these representative lists, and, to acquire a knowledge of the use of such lists.

American Library Association catalog. A list of 8000 books on all subjects exhibited at the St. Louis Exposition, 1904, as a model library. A dictionary list in which books are entered alphabetically under author, title and subject. Compiled by specialists. The best source for the general student who wishes to find a few of the best books on any subject. The date, price, publisher, etc., together with a descriptive note are given for each book. Price, \$1. U. S. Supt. of Documents.

American Library Association booklist. A list of the best current books on all subjects which brings the information given in the American Library Association catalog to date. Published monthly, except in July and August. This list is arranged by author alphabetically, and gives the publisher, date, price, etc., with a descriptive note. Subscription price \$1 per year. 34 Newbury St. Boston, Mass.

Cumulative book review digest. Critical reviews of current books. Monthly. H. W. Wilson, Minneapolis. Subscription, \$5. Cumulation quarterly and yearly. Arranged alphabetically by author. Gives author, title, price, publisher, references to reviews of the book and quotations from the reviews.

New international encyclopedia. One of the best general encyclopedias. At the end of each article is a list of the best books on the subject

An annual list of the best books and shorter articles on educational topics has been published in the Educational review since 1899, and is now published by the U. S. Commissioner of Education as a separate pamphlet.

The Pedagogical seminary, edited by G. Stanley Hall and published

in Worcester, has printed annually a list of references on child study.

Syllabus of lectures on the history of education with selected bibliographies and suggested readings, by E. P. Cubberley. These carefully selected lists of books are most useful to the students of education.

Almost any good book on a given subject and especially books on the teaching of special subjects give notes and lists of other good books on the same subjects. Examine for instance any one of C. A. McMurry's Special methods, or, see in Swift's Brook Farm the complete list of references to that movement.

Vertical file of subject lists. Brief lists of books which have appeared on separate sheets or in pamphlet form are kept in the library in folders and are arranged alphabetically by subject. These folders are 9 1-2 x 11 1-2 inches, the front half being 9 x 11 1-2 inches. The extra 1-2 inch on the back fold gives a place for the name of the topic in the folder. The folders stand on end in cabinet drawers where they may easily be consulted. For instance in the folder marked "Novels" is such a list as A thousand of the best novels, compiled by the Newark library as a basis for the selection and purchase of novels. The list is a useful guide in a general survey of the novel. In the folder "Nature study" is such a list as that compiled for Brooklyn teachers by Miss Miriam Draper of the Children's Museum.

(b) *Trade lists.* Lists of books issued by publishers and their agents differ from the lists just examined in being generally more inclusive and in giving more information about prices, editions, etc., facts useful to the person who is buying books. Do not use a publisher's catalog as an aid in the selection of best books on any subject.

Some of the subject lists mentioned, as for instance the American Library Association Catalog may be used also for trade information, for under each book title is given the date, price and publisher.

Each publisher issues his own lists from time to time, then in addition to this all publishers combine their books in one general list which is more convenient for quick consultation. The principal lists of this kind are the U. S. Catalog of books in print, the Publishers trade list

(Text continued on p. 44)

Blank 15 Mimeographed sheet given each pupil to fill in as practice work for lesson 7.

Lesson 7. Practice Work for Pupil.

- 1 Name three histories of education recommended by the American Library Association catalog.
Does the New international encyclopedia recommend the same books?
- 2 Give the author and title of 2 children's books which a recent number of the American Library Association book-list recommends for first purchase.

What number of the Booklist did you use? Give the month.

- 3 In what magazine would you find a favorable review of G. Stanley Hall's latest book?
- 4 Name one life of Pestalozzi which Cubberley recommends.
- 5 Give the number of school editions of Hiawatha which you find are in print at the present time.
Mention the publisher and price of the most expensive.
Mention the publisher and price of the most inexpensive.

(Continued from p. 43)

annual, and for current publications, the Publishers' weekly. Publishers in foreign countries issue similar lists. See the English catalog for English books, etc.

A special educational number of the Publishers' weekly is issued annually in July. It is an author and classed list of all text books and other educational books in print.

Note to teacher. Show all lists when describing them.

The list of aids to book selection and book buying, beginning with the American Library Association catalog on p. 42 and running

through the educational number of the Publishers weekly, are reproduced in mimeographed sheets as Blank 14 and given to each pupil with this lesson. Since this Blank 14 is printed as the teacher's outline it is not reproduced in blank form.

The practice work of this and the following lessons consists in making use of these lists in selecting the best books on a given topic.

Tell the class that each member is to come to the next lesson prepared with a special topic connected with school work which she is to investigate. Ask each to select a topic which deals with school management, method, etc., which will involve the use of a teacher's professional library. Some subjects to suggest are: Manual training, Playgrounds, Geography teaching, Student government, Reading methods, Kindergarten, Kitchen-gardening, Folk dancing, Physical training in schools, Children's reading.

Lesson 8

Investigating a Subject in a Library

In previous lessons, the class has examined and had practice in using certain groups of books and other library aids, as for instance in one lesson, the catalog, at another time magazine indexes, at another reference books and lists of good books.

This lesson is to combine the use of all the material studied up to this point. Each pupil is to take the topic she has selected according to instructions in lesson 7 and look up references to it in any books, magazines or other sources from which she may get information. The object of the lesson is to gain speed and accuracy in searching for a topic in all the sources, and to have practice in making a uniform record of the references found.

(a) *Usual sources for material on any subject.*

1 Most general books of reference, as encyclopedias, gazeteers, year books, encyclopedias of special subjects, such as biography. 2 Whole books on the subject. 3 Chapters or parts of books. 4 Magazines.

(b) *The most direct method of getting this information.*

1 General reference books. Go to the most general books to locate the subject. For instance; if an unknown name go to a dictionary of

names to find to what country and period the name belongs, etc. 2 Whole books on the subject. To find the names of good books on the subject, consult the library catalog, the American Library Association catalog, the list of books at the end of the article on the given subject in the New international encyclopedia, special lists in the vertical file of subject lists, etc.

3 Parts of books. Comprehensive books treating broad subjects, or a variety of subjects of course contain sections or chapters on specific topics. Such portions of books must be taken into consideration and must be consulted in making a thorough review of any subject. It is taken for granted that the student looking up the subject Attention would know that in addition to whole books on the subject he would find a chapter on Attention in almost any good psychology. Sometimes however it is not easy to know in just what book of essays one might find a very good article on Attention.

For such cases certain indexes have been made to help the student. One of the best of these is the Index to general literature published by the American Library Association. This index gives references by subject to essays, papers, monographs and other parts of books of sufficient value. The entry in the index is in this form:

Attention — concentrated, Difficulty of, Helps, Brevia.

The full names of the books indexed are listed at the end of the volume. This index published in 1901 is supplemented each year by the Annual library index which was used in lesson 5.

4 Magazine articles. Magazines contain a great deal of the most valuable material on all subjects. The class is already familiar with the indexes which refer immediately to the topic desired.

(c) *Method of recording references found.* The work of this lesson is not to record an account of the material itself but to note references showing where the best material on the subject is to be found. Such a record is useful for purposes of continued study. The notes are to be uniform in arrangement and on slips of paper of uniform size, so that if the study of this subject should be continued the additional notes may be dropped in the file of slips in alphabetic or other regular order.

(Text continued on p. 47)

Blank 16 Mimeographed sheet given each pupil to direct the practice work for lesson 8.

Lesson 8. Practice Work for Pupil.

Make a simple bibliography or list. Do not take notes on the subject matter found. Simply note carefully on slips of paper a few references to places where material could be found. Put one reference on each slip. Number your slips to correspond with the points covered on this sheet. When you have completed the work, clip slips in alphabetic order to this sheet.

- 1 On first slip write subject selected.
- 2 General reference books—mention not more than two, giving title, volume and page on which each article is found.
- 3 Whole books on the subject. Mention two. Consult library catalog, A. L. A. catalog, New international encyclopedia, etc.
- 4 Two short articles, not in magazines, or chapters of books. See the Index to general literature and Annual library index.
- 5 Two magazine articles.

(Continued from p. 46)

Note to teacher. Place on blackboard the following forms to be copied on slips of paper, size 3 x 5 inches, and mounted in note books.

Suppose the subject to be investigated is School gardens.

Form of entry for a whole book:

Hemenway, H. D.

How to make school gardens.

Doubleday. 1903

Form of entry for part of a book:

Parsons, Mrs. F. T.

Plants and their children

pp. 79-89

Form of entry for a magazine article:

Brown, N. G.

School gardens. Primary

Education, Je. '08 pp. 65-67

Lesson 9

Children's Books and Reading

The school teaches how to read and so far as time and the course allow, what to read. The children must go further. They therefore use the school library or go to the public library for books which are not supplied in their class-rooms.

To the teacher as to no one else comes the psychological moment for bringing the right book to the right child. The teacher who is unable to do this fails in one of the most important duties of her profession. A far sighted teacher sees that by encouraging the reading habit she not only gives the child greater opportunities for self cultivation but also makes of him a more apt pupil.

F. M. McMurry says, "Without doubt there is a most favorable period in every child's life for the reading of each book. If offered to him at just the right age, it appeals to his nature with peculiar power even to the extent of setting him on fire; if offered at any other, it may prove interesting, but it fails to become such a potent factor in his life. There would be wonderful economy of effort if the books selected for children were always given them at this favorable time".

(a) *Selection of children's books.* Granted the necessity of reading for children, the question then arises as to how the teacher, a busy person, is to know what books to recommend to children.

The most delightful and the only satisfactory way to know children's books is to read them. Knowing her pupils as she does, the teacher can then fit the book to the individual child.

If a teacher from lack of opportunity or for some other reason has in her own school days missed some of the best of children's literature and now in her professional life finds it difficult to take the time for such reading, she should ask for help. She can get it from the books of such educators as G. Stanley Hall, C. A. McMurry and Charles Welsh, whose books are in the school department room for consultation at any time.

A teacher must not hesitate to ask help from library attendants who have made it their business to give expert advice about children's books.

Printed aids, graded and other lists of children's books are published by libraries. *Note to teacher.* Distribute list of these. Blank 17.

Show each list mentioned. Bring out the important points in each. Ask class to examine these. Explain use of model library in school department consisting of from four to five hundred of the best of children's books always on reference there.

(b) *Good and bad qualities in children's books.* Since we find it is the business of teachers and librarians to furnish the right reading for children, let us come to an understanding as to what qualities we shall demand in books written for them. We must be critical, for although our literature holds vast treasures for children, we are confronted by a host of writers and publishers who put on the market many worthless books because they will sell.

Books must be wholesome in tone, written in good English, with due respect to both style and language and must offer enough beauty, enjoyment or information to be worth while. Read selections which illustrate this negatively and positively. For example: Ostrander's White Indians and Mrs. Ewing's Mary's meadow, etc. etc.

Books must uphold certain virtuous qualities. Honesty must appear natural and valuable, not merely as a safeguard from detection, as in Ragged Dick stories. Simple fulfillment of duty should not be made an act of moral courage. An illustration: stress laid on the honesty of the youth who returns to its rightful owner the purse which he has found.

There must be self-sacrifice and benevolence, courage, kindness without self-consciousness or expectation of reward. A good illustration of this is the story of the Minor Canon and the Good Griffin in Stockton's Fanciful tales. Contrast with this Alger books in which the hero is frequently rewarded by a ten dollar bill. To illustrate courage take hero tales, the Iliad and Odyssey in good translations, heroes in history, etc.

Work must appear honorable. Example: Christmas truants in Fanciful tales.

Some of the qualities to be avoided are:

Poor English and inaccuracies ;
The melodramatic as in Taggart, Doctor's little girl ;
Youth keener than elders and correcting elders, as in Buster Brown
and Little Lord Fauntleroy ;
Martyrizing self, self consciousness and morbidity, as in Elsie books ;
Beauty a necessary qualification of the heroine, as in Lady Jane ;
The poor virtuous, the rich wicked which is in general untrue to life ;
snobbishness ; commercialism, money worship ; the essentially up to date. Books which are very evidently written down to children as for instance are many of the poorer nature study books.

Note to teacher. Read as many illustrations as possible of all points.

Herbart says: It is forgotten that everyone, the child included, selects what suits him from what he reads, and judges the writing as well as the writer after his own fashion. . . . give them an interesting story, rich in incidents, relationships, characters, strictly in accordance with psychological truth and not beyond the feelings and ideas of children ; make no effort to depict the worst or the best, only let a faint half-unconscious moral tact secure that the interest of the action tends always from the bad towards the good, the just, the right, then you will see how the child's attention is fixed upon it, how it seeks to discover the truth and think over all sides of the matter, how the many-sided material calls forth a many-sided judgment, how the charm of change ends in preference for the best, so that the boy, who perhaps feels himself a step or two higher in moral judgment than the hero or the author, will cling to his view with inner self-approbation, and so guard himself from a coarseness he already feels beneath him. The story must have one more characteristic, if its effect is to be lasting and emphatic, it must carry on its face the strongest and clearest stamp of human greatness. For a boy distinguishes the common and ordinary from the praiseworthy as well as we ; he even has this distinction more at heart than we have, for he does not like to feel himself small ; he wishes to be a man. The whole look of a well-trained boy is directed above himself, and when eight years old his entire line of vision extends beyond all histories of children. Present to the boy, therefore, such men as he himself would like to be."

(c) *The means of getting books for children.*

- 1 The library belonging to the school.
- 2 The public library which the teacher makes available to a child by signing an application blank for a library card. These blanks are supplied to teachers on request. The teacher's signature does not make her financially responsible for loss or damage of books. It shows that she recommends the child as trustworthy.
- 3 Books in the school room.

(d) *What is meant by a school-room library.* By a school-room library, is meant a collection of from 25 to 40 volumes in a book case which is lent to the teacher for a term, or for a longer period, to be kept in her class room. A teacher who borrows one of these collections makes such use of it as she sees fit. She may lend the books to her pupils to take home, or use them only in the school room. They may be books suitable for home reading or books chiefly for use in connection with studies. All or any of the books may be changed from time to time if so desired. A teacher is responsible for the books to the same extent to which she is responsible for the text books used in her room and no more. At present our collections are suitable for grades 3 to 8. *Note to teacher.* Show a school library as it looks in a school room.

(e) *Why a school library is a good thing for a teacher to have.*

- 1 Books chosen with reference to age and ability of pupils are the means of forming a taste for good literature.
- 2 Teaches children the use of books.
- 3 Such a library is at hand for immediate use in connection with lessons.
- 4 All pupils become readers if the teacher is skillful and tactful, for children at this period are strongly under the influence of the teacher.
- 5 General intelligence and interest are shown in the work of children who read.

(f) *How the library is selected.*

- 1 Selection is made by the teacher. If she desires help in the choice of books she uses the graded list of books made by the library for the

(Text continued on p. 53)

Blank 17 Mimeographed sheet distributed freely to teachers and others, one copy given to each pupil with lesson 9.

Aids to the Selection of Children's Books

Catalogue of approved books for New Jersey public school libraries. Department of Public Instruction, Trenton, N. J. Free. Graded 1st to 8th year inclusive. Author and title index.

Books for boys and girls. Newark, N. J. Free Public Library. 1906. Price 5 cents, paper. Free to Newark Teachers. An alphabetical author list of 1686 recommended books for young people.

Books for boys and girls. Caroline M. Hewins, Librarian, Hartford Public Library. 1904. Price 15 cents, paper. Carefully annotated and well classified.

Books for boys and girls. Brooklyn Public Library. 1904. Free. A classified list, not intended for children. Books which should be given first choice are marked with a star. "Easy books" for the first 3 school years are indicated by "C".

Class-room libraries for public schools. Buffalo Public Library. 1909. Price 25 cents plus postage, paper. A graded list and subject classification, with an author and title index.

Catalogue of books in the children's department. Pittsburg, Penn. Carnegie Library. 1909. Price 75 cents, post paid \$1, paper. An author list followed by full subject index not only to whole books but to parts of books, and a title list.

List of books for school libraries; Part 1. Books for elementary schools Grades 1-8. Oregon Library Commission, State House, Salem, Oregon. 1906. Price 25 cents. An annotated list grouped by subject, with author index. Helpful suggestions to teachers in selection of books and management of libraries.

Special methods in primary reading. C. A. McMurry. N. Y. Macmillan. Price 60 cents. Includes lists of books for children in the first, second and third grades and books for teachers.

Special methods in the reading of complete English classics in
(Blank continued on p. 53)

(Blank continued from p. 52)

the grades of common school. C. A. McMurry, N. Y. Macmillan. Price 75 cents. Includes lists of books with brief notes, graded from fourth to eighth grades. With each grade are given: books for regular reading lessons; supplementary and reference books; teachers' books.

Literary land marks: a guide to good reading for young people. M. E. Burt. Boston. Houghton, Mifflin & Co. Price 75 cents. An excellent little book. Gives suggestions for profitable use of books in the class room. Includes a list of books mentioned in the text.

Free Public Library of Newark, N. J.

(Continued from p. 51)

use of Newark schools. She also examines the model library of children's books in the school department room. This collection is made up of four or five hundred of the best examples of children's literature. If the teacher does not wish to make the selection the library does it for her.

- 2 To follow the course of study with books which shall supplement text books.
- 3 To include books adapted to ages of children.
- 4 To cover a variety of subjects; good stories, history, biography, travel, poetry, etc.

(g) *How the library is introduced to the children.*

- 1 Note to teacher. With sample library before class show how books are charged and cared for by teacher.
- 2 Story telling from the books.
- 3 Selections read from the books.
- 4 Willingness on the part of the teacher to lend books every day or frequently.
- 5 Careful selection and interest in giving the right book to each child.
- 6 Books not used as a reward of merit.

Read before the next lesson Suggestions on the use of the School library. Oregon Library Commission, School circular No. 2.

Note to teacher. Ask class at the beginning of the lesson to write a list, giving titles and authors, of the ten best books which they would recommend to children of primary or grammar school age. These lists are a help to the teacher in showing what knowledge the class has of children's literature.

The practice work accompanying these lessons on children's books and their use consists in reading certain children's books and writing notes about them. See lessons 10 and 11, also the last paragraph in lesson 2. The class is also required to do two hours of laboratory work in the school department and children's room. See note to teacher at the end of lesson 2.

Lessons 10 and 11

Discussion of a few typical Children's Books

Note to teacher. Eight groups of children's books, Blank 18, each containing 5 books on a subject, have been listed and posted for the class to read or examine, and for class discussion. See last note to teacher, lesson 2. Each pupil is required to read or examine one book in each group and to fill in a book note, Figs 9 and 10, for each of the 8 books. Of these 8 books read or examined, 4 must be read and so indicated on the book note. Pupils are to fill in book notes for the books examined as well as for those read so that they may have practice in judging something of the value and contents of a book on brief examination. All book notes are due at the hour during which the discussion of the given groups takes place.

Each pupil has had one book assigned to her which she discusses before the class. This discussion is made an exercise in presenting the given book as if to others, especially children, who have not read the book and who are to be attracted to read it.

The purpose of this and the following lesson, brief as they are, is to cultivate the power of distinguishing good books from poor, to gain familiarity with individual books and to arouse some interest in reading and knowing children's literature.

Certain questions which should be raised in passing judgment on

children's books have been suggested here simply as points of departure. After the teacher has shown the class to what test questions, books in the first group, elementary science, should be subjected, individual books, previously assigned to members of the class are discussed by them. The other groups of books are taken up in the same way.

It is a help to pupils if the test questions are posted on the bulletin board from the time the first assignment of books is made, or if mimeographed copies are made and distributed to each pupil. These serve as a guide in writing the book notes and in the discussion which follows.

(a) *Elementary science.*

- 1 Has the material been wisely selected and would it interest children?
- 2 Do you think it accurate; has the author observed the facts himself; has he depended on the researches of scientists?
- 3 Would reading the book excite an interest in children to investigate for themselves?
- 4 Is the language simple, the style clear and suitably dignified, free

Author <u>Clemens, S. S.</u>
Title <u>Prince and the Pauper.</u>
For what age? <u>11-14</u> Will the book interest boys especially, or girls or both?
Is the type large enough? <u>Yes</u> Is it legible? <u>Yes</u> Is the paper good? <u>Yes</u>
Is the binding attractive? <u>Yes</u> Is it too ornate? <u>No</u>
Are the illustrations colored? <u>No</u> Are they good, poor, or only fair?
Is it written in good and simple English? <u>Yes</u>
If a story, is it of adventure, war, sea, Indians, camping, school, <u>historical characters</u> , home life, city, country, fairies?
Is it <u>wholesome</u> , pernicious, sentimental, exaggerated, stupid, <u>interesting</u> ?
If not a story, would it interest children and do you think it <u>accurate</u> ?

Fig 9. Printed book note card filled in by each pupil for every book read or examined for lessons 10 and 11. Size 3 x 5.

Is it better than any other book on the subject it treats? <u>Yes</u>
If it is a "classic", is it retold, adapted, abridged, or translated?
If not the original text of a classic does it reproduce the spirit of the original?
Would you include it in a library of 1,000 books for a school? <u>Yes</u>
Indicate your opinion by underlining
Notes: <u>Little Ed. of England & Tom Canty, a beggar lad, double in appearance, change places, and strange adventures come to both.</u> <u>Book is a vivid picture of the life of the period. Describes especially well a great pageant upon the river Thames.</u> Signature: <u>M. R. Hale.</u>

Fig 10 Reverse of book note card. Showing pupils brief summary of the contents of the book.

from sentimentality and from being written down to children? Examples of good form: Burrough's Birds and bees, Patterson's Spinner family.

(b) *Useful arts.*

- 1 Does the author seem to have had practical experience in doing that which he describes?
- 2 Are the explanations so clear that a child could do the work described without other help?
- 3 Does the book simply tell how to do things or does it in addition explain why?
- 4 Are there diagrams and plans as well as other illustrations and are these clear?

(c) *Biography.*

- 1 Has the material been wisely selected and would it interest children?
- 2 Do you think the statements of fact accurate and do they give a true and well proportioned picture of the person?
- 3 Would a child get a clear idea of the person as related to the times in which he lived?
- 4 Is the whole treatment free from bias but sympathetic?

(d) *History and historical tales.*

- 1 Does the book give a clear outline of affairs as they occurred and does it relate to this outline great men and great events in proper proportions?
- 2 Is it supplied with sufficient illustrations, maps, tables, index? •

(e) *Travel and description.*

- 1 Has the author seen the country and adequately studied its manners and customs or if not has he gained his information from reliable sources?
- 2 Has the author the power of describing the country and its people with sympathetic insight?
- 3 Are the illustrations suitable and good? Are there maps?
- 4 Has it an index?

(Text continued on p. 59)

Blank 18 Two typewritten sheets posted on bulletin board after lesson 2 to show books to be read and examined for lessons 10 and 11, and also to show assignments of special books to individuals for discussion in class.

Normal School Book Selection Course
Junior B 1 Class

Each pupil is to read or examine one book from each group. At least four of these must be read. For each book read or examined a brief note of criticism or description is to be made. The School department provides slips for this purpose.

Groups 1-4 will be discussed in class Junior B 1 Dec. 2

Groups 5-8 will be discussed in class Junior B 1 Dec. 9

1 Elementary science

Star-land. Ball. Miss Allen

Spinner Family. Patterson

Primer of forestry. Pinchot. Miss Crawford

Seed babies. Morley. Miss Decker

Good Health. Jewett. Miss Smith

2 Biography

Historic girls. Brooks. Miss Yallowley

George Washington. Scudder. Miss Dimmick

Magellan. Towle. Miss Brown

True Story of George Washington. Brooks

Four American inventors. Miss Dunn

3 Travel and description

Hans Brinker. Dodge. Miss Glutting

Wild life under the equator. DuChaillu. Miss Dyer

Our little Japanese cousin. Wade

Child life in Japan. Ayrton. Miss Eddowes

Switzerland. Finnemore. Miss Hall

(Blank continued p. 58)

(Continued from p. 57)

- 4 History and historic tales
Men of iron. Pyle. Miss Heislitz
Boy emigrants. Brooks. Miss Hemming
Our country's story. Tappan
Stories of New Jersey. Stockton. Miss Judge
Prince and the pauper. Twain. Miss Rowe
- 5 Classics retold for children
Stories of the old world. Church. Miss Kingston
Our young folk's Plutarch. Kaufman. Miss Nicot
In the days of giants. Brown
Old Greek folk stories. Peabody
Tales of the Canterbury pilgrims retold from Chaucer.
Darton. Miss McNicoll
- 6 Useful arts
Boy's book of inventions. Baker
American girl's handybook. Beard. Miss Squier
How to make baskets. White
Little cook book for a little girl. Burrell. Miss Rose
Jack of all trades. Beard. Miss Srager
- 7 Stories
Rebecca of Sunnybrook farm. Jewett. Miss Tomkins
Story of Patsy. Wiggin
Mary's meadow. Ewing. Miss Underwood
Jolly good times. Smith
Moufflou. Ramé. Miss Watson
- 8 Fairy tales and myths
Nature myths. Cooke
Fanciful tales. Stockton. Miss Wotiz
Wonderful chair. Browne
Blue fairy book. Lang. Miss Wylie
Curious book of birds. Brown

(Continued from p. 56)

(f) *Classics for children.*

- 1 Is the book a classic retold, adapted, abridged or simply translated?
- 2 If it is not the original text does it reproduce the spirit of the original?
- 3 Would it be better for the child to read this or wait until he can read the original?

(g) *Stories.*

- 1 Is the book wholesome in tone?
- 2 Are the language and style good?
- 3 Is it entertaining?
- 4 Is it written too obviously to point a moral?

Note to teacher. At the close of lesson 11, tell the class to read for the next and final lesson the pamphlet Books as tools for children, by Charlotte N. Baker, State Agricultural College, Denver, Col., a very good statement of the use of reference material which is available to all teachers. They are to read also How far should courses in normal schools and teachers' colleges acquaint all teachers with the ways of organizing and using school libraries, an address by David Felmley, President of Ill. State Normal University in the Proceedings of the N. E. A., 1908, also in Library journal, 1908, also reprinted by the Newark Free Public Library, which has a limited number for free distribution.

Call in note books for final inspection and marking.

Ask the class to bring to the instructor during the coming week, notes of any points not clear in the course. These will be discussed during the final lesson hour.

Lesson 12

Children's Reference Work; a Review of the Course

In accordance with the present day school methods children are being required to read and study more and more in books other than text books. This means that children must learn to handle simple

reference books for themselves, must know how to look up the spelling of a word and its definition in a dictionary, must know how to turn quickly to the life of a man in an encyclopedia of several volumes, must know that they would find a brief sketch of a famous man in a biographical dictionary, etc., etc. They must know something of the use of a library.

It is then to be borne in mind that the instruction which has been given in this course of lessons to you as teachers was not only to increase your ability to make the most of the resources of the library of the school or the public library, but to give you material for reproduction to your class. Constantly your work with children will involve the use of the library for them as well as for yourself.

The children who go to the library with little idea of what it has for them and with no clear idea of what they would like to get from it if they could, work at a great disadvantage.

The material in the earlier lessons in this course dealing with the arrangement of books on the shelves, the catalog as an author, title, and subject index to the books, and magazine indexes, etc., can be used successfully with children in the 6th, 7th and 8th grades. The classes should be brought by the teacher to the library, where they may have actual practice in using the library under the teacher's close supervision. Arrangement for such work can always be made with the local public library if the school library is not available.

Before taking classes to the library room the children should be made thoroughly familiar with the books at hand in the school room. They should know how to look up quickly a given country in the geography by using the table of contents, they should understand the system of alphabetical arrangement of words in a dictionary, etc., etc. This can be taught better by the teacher than by any one else.

Bear in mind constantly that it is the policy of present day libraries to wish to co-operate in every way possible with the schools. Make yourselves acquainted with the library and let the library know when it can be of assistance to you.

Note to teacher. Any questions of points not clear in the previous work are brought up and discussed at this point. The last twenty minutes of the hour are given to a written exercise which calls

for a knowledge of the work in class or the reading which has been required of the class, or of questions of theory connected with the work. Some specimen questions which have been used are:

- 1 Describe in not more than 100 words the picture collection of the library, mentioning its location in the building, its arrangement and its use for teachers and classes.
- 2 Where and on what occasion was Mr. Felmley's address given?
- 3 With what tools in a library does he say normal school pupils must have intimate acquaintance?
- 4 What does he say a teacher experienced in the use of a library will do before sending a class to the library to look up a topic?
- 5 Mention the ten main classes in which books are arranged in a library.
- 6 What aids would you consult in recommending books to children of a certain age?
- 7 Mention 10 ways in which the course of library lessons has been of practical value to you.
- 8 Mention 2 ways in which the library lessons might be made more useful to normal school students.

Other suitable questions are suggested by the Oregon Library Commission in a blank called *Some things a teacher should know about books and libraries*.

About four questions of this sort can be covered by the pupils in twenty minutes.

The ranking for each pupil is based not only on this final written test but on every practice paper handed in, on the so called laboratory work in the library as part of the work with children — see note to teacher lesson 2, third paragraph — and on the note books. The final mark given is an average of these.

A List of Books and Articles to Which Reference is Made in the Course.

For a full list of references to articles on the relation of Libraries to Schools see the report prepared by Miss Baldwin and noted below.

Report of the joint committee representing the American Library Association and the National Educational Association, on instruction in library administration in normal schools. Prepared by Elizabeth G. Baldwin. N. E. A. 50th anniversary volume, 1906. pp. 215-281. Reprinted as a separate pamphlet, May, 1906. Pub. by N. E. A. Winona, Minn. 10 cents per copy.

The Public library and the public school. Charles B. Gilbert. N. E. A. Proceedings and addresses, 1903. p. 948-953. Reprinted as a separate pamphlet. N. E. A. 1899, 10 cents per copy.

Suggestions on the use of the school library. Oregon Library Commission, School circular No. 2. October, 1906

Books as tools for children. C. A. Baker, State Agricultural College, Fort Collins, Colo. 1908

The Features of a printed book, showing some examples of the typography of modern book pages made up in the usual forms with some technical information. Done at the School of Printing, North End Union, Parmenter St., Boston, Mass. 1906. 50 cents.

The Story of books. Gertrude Burford Rawlings. N. Y. McClure, Phillips & Co. 1904.

A Normal school president on the use of books. David Felmley How far should courses in normal schools and teachers' colleges seek to acquaint all teachers with the ways of organizing and using school libraries. Library Journal, Aug. 1908; also, N. E. A. Proceedings and addresses, 1908. p. 1087-1093. Reprinted as separate pamphlet, Free Public Library of Newark, N. J. 1908.

THE CALIFORNIA LIBRARY

UC SOUTHERN REGIONAL LIBRARY FACILITY



~ 347 2

